

CALIFORNIA SCHOOL FOR THE DEAF, RIVERSIDE

Where language and learning thrive!

PAWSitive Reflections

News and Information for Families, Staff, & Friends



Photo: Steven Gonzales '13

OCTOBER 2012

Deaf Musician at CSDR

Written by Stacey Hausman, Assessment Testing Coordinator and Cheer Coach

CSDR students were treated to one "Def" performance when Deaf Hip Hop artist Sean Forbes stopped by our campus and performed a short concert for us. The Social Hall pulsated to the hip hop beats as Sean signed the words that he wrote and voiced himself, set to music produced by Jake Bass. It was truly amazing to watch Sean perform his highly energetic lyrics to the bumping music while the video displaying the words played on a large screen behind him. Despite being deaf, he displayed perfect rhythm, never missing a beat. Sean had everyone on their feet during the entire show and proved he knows how to dance; even if one of his songs' lyrics says "I can't tango". His energy and passion were certainly contagious.

"We were fascinated and had fun dancing to his loud music."

- Aspen & Jaylynn, Elementary

"His music is the best. I know what he's talking about. I can follow his hands."

- Zane, Elementary

"Sean Forbes showed us what he can do ... we can, too."

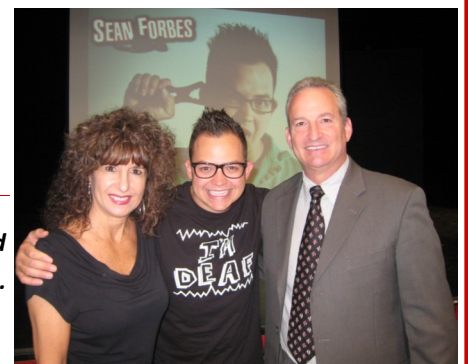
-Camille, Elementary

"Sooo cool! That's my dream! I want to do

the same thing—I LOVE music and want to be famous with it!" *- Karla, Middle School*

"I had wondered why we were going to see a musician. But now I am inspired and look up to him." *- Dylan, High School*

He is definitely a positive role model and proves that no matter if you are deaf or not, if you work hard, you can do whatever you put your mind to. Check Sean out at www.deafandloud.com and enjoy! I know CSDR did! 🐾



Musician Forbes with Director of Instruction Ms. Berard and Superintendent Grossinger

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Terri Vincent
Salma Watson '12
Paula Van Winkle
Jeannette Zarembka
Alexander Zornovoj

Special Thanks:

Denise Hamilton, Family Educator

CSDR Mission:

California School for the Deaf, Riverside offers comprehensive educational and extra-curricular programs that prepare students to achieve their full academic, social, and career potential.

SuzAnne McDonald— Parent of the Year

Written by Jeannette Zarembka, Vice President- Parents and Staff Working Together

Parents help make a good school become extraordinary. CSDR thanks the parents who have volunteered their time to make students' education and experiences more meaningful.

CSDR's Community Advisory Committee (CAC), composed of parents, staff, and community members, has recommended SuzAnne McDonald as the recipient for the "Donna Schiller Outstanding Parent Award". She received this honor at End of the Year awards assembly last June, 2012. SuzAnne is the aunt of Kellie Rae Cox, who is currently in 6th grade this



Aunt SuzAnne McDonald with Kellie Rae Cox, CSDR student

"At the end of the day, the most overwhelming key to a child's success is the positive involvement of parents."
- Jane D. Hull

year. She has done an amazing job for her loved one, Kellie Rae, and for her peers at school, volunteering hundreds of hours.

"Any time you need an extra hand, she is always one of the first to stand up and offer to help," stated one of the elementary employees. "She also stayed extra busy during the fall with elementary cheerleading." SuzAnne McDonald means so much to the students and staff at CSDR.



~
"Be the change you want to see in the world."

~
-Mahatma Gandhi



Community Advisory Council, 2012-13

Not pictured: Mary Angoorani '86, Heather Chmaj, and Bobby Jacobs, '91

Welcome New Staff



*Leah Adelsberger
Speech Teacher
Elementary*



*Melody Ayala
Teaching Assistant
CTE-FEAST*



*Charla Barnes
Teaching Assistant
Special Needs-HS*



*Andre Brown
Custodian Supervisor
II*



*Elizabeth Durham
English Language
Arts Teacher-MS*



*Shanna Grossinger
English Language
Arts Teacher-HS*



*Denise Hamilton
Family Education
Coordinator*



*Julie Hurdiss
ASL Interpreter*



*Jon Kessel
Residential Counselor
HS Boys*



*Joy Maisel
ASL Teacher
Elementary*



*Martha Romo
Special Needs
Teacher-MS*



*Sarah Shulenberger
Special Needs
Teacher-HS*

Long-Term Substitute Teachers, Fall 2012:

- **Shawna Carmona** – Early Childhood Education
- **Micheline Fisher** – Workability, Career Technology Education
- **Katie Gibbins '02**– Special Needs, Elementary
- **Lauren Sanchez** – Early Childhood Education
- **Amy Siebert** – Early Childhood Education
- **Annie Utley '03** – Early Childhood Education

Interning Teachers and Counselors, Fall 2012:

- **Jasmin Chacon** from Gallaudet– Assessment and Intervention Services
- **Sara Noby** from University of Tennessee– Middle School Science
- **Karen Soza** from California State University Northridge– Middle School Language Arts
- **Martini Gaines** from California State University Northridge– Elementary
- **Pamela Doig** from Gallaudet– Elementary

Students' Test Scores on the Rise—API

Written by Stacey Hausman, Testing Coordinator

Academic Performance Index scores for all California schools have been released! CSDR is proud to announce that our recent API score for Spring 2012 testing has drastically increased from our previous scores for 2011. Our school has exceeded our goal of a 5% increase in one year! A special announcement was held at the MAC, where the superintendent and the testing coordinator proudly announced to the students and staff their improved test scores. Students joined together to applaud themselves and

their friends with multiple cheers of excitement and determination to work harder.

Last spring semester prior to the annual state testing, students were encouraged to do their best on the test to earn raffle tickets to increase their odds of winning the honor of selecting a teacher, to whose face they want to throw a pie. Each student who showed any improvement will be given a ticket. Those who moved from one level to the next level earn two tickets, with the most tickets being handed out to those

who scored Basic, Proficient, or Advanced. Raffle drawing will soon take place in department Cub Pride assemblies.

For this school year, when students continue to improve their school-wide average, the superintendent has promised a special surprise for them. You can help your student by continuing to encourage them to do their best in school. If you need more information about STAR testing, feel free to contact testing coordinator Stacey Hausman. 🐾

21st Century Grading System

Written by Curriculum Staff

California School for the Deaf, Riverside (CSDR) has adopted a standards-based grading system in the Middle School and High School programs this year. The grading system has been transformed from the traditional method to standards-based grading, which was piloted last year in the MS/HS Mathematics and Science programs. Standards-based grading (SBG) breaks down the academic subject into content areas and reports a child's progress in mastering standards following a rubric system with a 1-to-4 scale. This new system was researched and developed by Dr. Robert Marzano after the No Child Left Behind (NCLB) law was implemented. The adoption of a standards-based grading philosophy means our students will always be graded with mastery of a standard in mind. Work habits and behavior will not be graded in this new

system. For instance, homework, participation, and effort will not count toward a grade. Homework is considered to be one of many opportunities for a student to practice a standard that is being taught in the class. The goal of SBG is to provide

multiple opportunities to measure whether a student has met the standards. For example, an A would be given to a student who independently demonstrates proficiency and exceeds understanding in course concepts and skills based on a variety of assessment tools.

We look forward to working closely with students, staff, and parents on continuing "Best Practices" for the 21st century. For more information, see some FAQ's below, and check the entire *SBG-Frequently Asked Questions* on

our Curriculum website page or contact your child's principal. 🐾

WORKSHOP!

What? Informative discussion on SBG

Who? Janice Smith-Warshaw and Darrin Green

When? November 5, 2012

Time? 3:45-4:45 p.m.

Where? CSDR Social Hall

Frequently Asked Questions—Standards-Based Grading

<http://csdr-cde.ca.gov/curriculum>

FAQ: What is the role of homework in SBG?

The purposes for assigning homework include the following:

- To help students master learning targets.
- To prepare students to learn new material.
- To provide extension and application of skills taught in the class to new situations
- To integrate and apply many different skills to a larger task. Examples of this type can be projects or creative writing.

Homework scores are not usually included in the assessment of standards, unless the assignment is designed to show mastery. The student's grade will indicate how well he/she has

mastered the content, not whether he/she completes assignments. Work ethic related to homework will be reflected separately from the academic grade. How does a standards-based report card improve teaching and learning? Knowing where the students are in their progress toward meeting standards-based learning targets is crucial for planning and carrying out classroom instruction. Teachers teach to the needs of their students. The new grading system is designed to give teachers more information about the student's progress in meeting the level of proficiency required by each standard. In addition, teachers share the standards with students and parents, helping them to better understand the learning that needs to take place.

FAQ: How will "incompletes" be handled in the high school?

If we use standards-based grading to report a student's progress toward the achievement of a standard, it is an on-going process. For management reasons, we need to establish deadlines by which that progress needs to be reported. However, if a student is still progressing toward the standard at such a time when a report is needed, such as report card time, an incomplete may be given. If, two weeks

after that deadline has passed, the student hasn't demonstrated his full potential on the standard (through reteaching and correctives), the grade should be recorded based on the evidence that the teacher has, or continue as an incomplete if the student's performance is still progressing. The principal should be consulted and parents informed in extreme cases.

Are Formal ASL Classes Really Necessary? Y-E-S

Written by Ms. Scarlett Valencia, High School Teacher Specialist and ASL-English Bilingual Best Practices Training Coordinator

Yes, the rumors are true. An official formal ASL curriculum is now in place for our students here at CSDR, in addition to their English courses. And yes, we know exactly what you're thinking. Is formal ASL instruction *really* that important and/or necessary? The answer to that question is, once again, a big fat resounding **Y-E-S**.

Why? Dr. Jim Cummins, a professor at the University of Toronto, works on language and literacy development of English language learners. According to Dr. Cummins, schools that offer bilingual/bicultural programs use ASL not just as a support to English and content mastery, but also as a crucial tool to represent ideas and think critically about issues. Children, whose first language is spoken English, enter school fluent in English but still take English lessons for at least 12 more years.

Formal English instruction helps hearing children deepen their linguistic knowledge and gives them even greater academic strength in their first language. This should also apply to deaf children. The teaching of ASL Language Arts serves the same function, providing these children with an effective tool for thinking and problem solving. Deaf students who receive formal ASL Language Arts instruction transfer this cognitive power to English. They have greater opportunities for developing conceptual and academic proficiency in not only one, but TWO languages.

The best way for students to learn new material is if they activate their prior knowledge. Therefore, we need to ensure that our students here at CSDR have a strong foundation in their first language, ASL. Knowing ASL doesn't interfere with the learning of English. As a matter of fact, it has the opposite effect. It has been proven that the more signing skills a deaf child has, the more improved the child's reading skills are, as well.

The CSDR ASL Curriculum specialist has developed a comprehensive formal ASL curriculum specially designed to correlate with common core English-Language Arts standards and objectives for each grade level. The aim is to use ASL as a medium of instruction that focuses on deepening students' conceptual foundation. Students develop appreciation of ASL grammar, composition, and literature studies, and learn to use



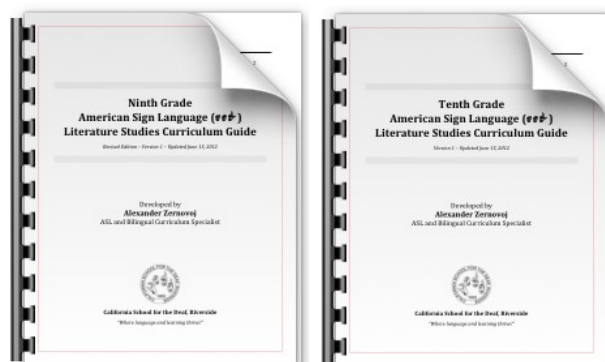
Student Jacob Weiss engages in the "Signing Process" assignment with a web-cam on his computer in the ASL computer lab. Teacher specialist Mr. Alexander Zornovoj provides feedback.



Mr. Niel Thompson and high school ASL students analyze a classmate's presentation in ASL on video, and provide peer feedback

ASL for intellectual inquiry. ASL teachers work closely with English Language Arts teachers to connect lessons and build bridges between students' first and second languages.

View the examples in the chart on the next page of student activities during ASL classes that transfer to academic success in other courses:



CSDR-developed comprehensive formal curriculum guides for the 9th and 10th grade ASL classes, that correlate with common core state standards

See ASL on page 12

Deaf Pride Parade

Written by Tammie Bervel, 1st Grade Teacher



"I CAN" CHEER

I can.

I will try.

Throw away "I can't".

I CAN! I CAN! I CAN!

On Thursday, September 27, Tammie Bervel and Susan Stewart's first grade classes celebrate their annual Deaf Pride parade. Helped by Big Red himself, the cute 1st grade cheerleaders paraded inside every elementary classroom. They taught their fellow students the "I Can" cheer. The parade ended with eating yummy Cubby cupcakes. We really can do anything! 🐾

Child Bowling Star

Written by Edwin Miller, Teacher Assistant and CSDR Parent

Fourth grader Enrico Miller has been involved with bowling since he was three years old, with a current bowling average at 110. He has been featured in the United States Bowling Congress Junior magazine and in an IDeafNews.com online film. Deaf Newspaper broadcasted a video about Enrico's highest scoring game, knocking down 171 points. At only nine years



old, he is already the recipient of an annual scholarship for bowling. On top of his love for bowling, he enjoys meeting new friends. Enrico would like to someday bowl for the U.S. in World Deaflympics. 🐾

Nine year old Enrico with 110 bowling average.

Remembering 9/11 Heroes

Written by Amy Kimmerele, Middle School Teacher

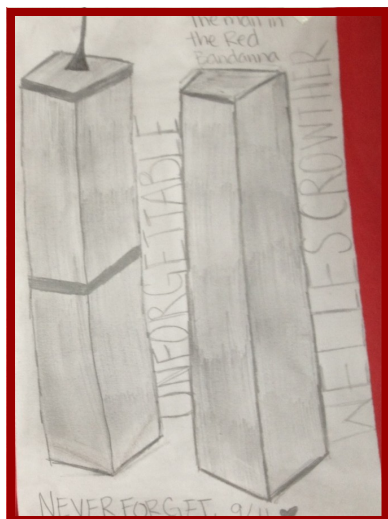
To commemorate the tragedy of 9/11, middle school students this year reviewed and discussed the events of the day. The focus however, was not on the horrific events that we reviewed, but on the heroes whose legacy will forever be



Welles Crowther, an American Hero

remembered. The legacy of "The Man in the Red Bandanna" made a huge impact on our students. Students also drew pictures of their understanding of 9/11 and the heroes from that day. These heroes included firefighters, police, EMS, and everyday Americans who stepped up like Welles Crowther, the man in the red bandanna. Students

assembled the pictures into a wall memorial of 9/11, which everyone can see in the Middle School quad. Please stop by to look, and ask a student to tell you about the man in the red bandanna. 🐾



National Literacy and Leadership Camp

Written by Nancy Moore, ECE/ES/MS Sports Coordinator and Counselor

This past summer, I served as a leader at the National Literacy and Leadership Camp (NLLC). Of the total 48 campers, five came from Riverside: Karina Baker, Bridget Berrigan, Ramy Bustamante, Briana Keogh, and Hiroshi Nakama. We stayed at New Mexico School for the Deaf for two weeks and then traveled to



Campers and staff at the touring National Literacy and Leadership Camp, with last stop at CSDR

Arizona School for the Deaf for two days before returning home to CSDR. The campers benefited from

We can become leaders ourselves and be a good influence to others. In turn, they will become leaders. - Hiroshi

many activities, community service opportunities, and leadership experiences.

"A Deaf Indian was invited to give a presentation on Indian leadership— it was amazing!" said Ramy. One group activity included painting four different types of wood to represent NLLC. In addition, the campers gave a great performance at CSD-Riverside to an audience of over 200 people. It was an awesome experience. The director of NLLC, Frank Turk was impressed with the hospitality demonstrated by CSDR students. 🐾

A Field Trip to the Pasadena Courthouse

Written by Roy McCrory and fellow High School Social Studies Teachers

"Remarkable," "Wow," "Can we stay to see what happens next," are just some of the words that students were buzzing with after leaving the Pasadena Courthouse and Police Department last September 25.

The field trip was a rare opportunity for the juniors and seniors taking US Government and US History, as well as English Language Arts classes reading short stories related to the legal system and one's rights. The joint efforts by teachers in both areas created a co-operative learning experience.

The day began at 8am; students were previously

prepared for the rules of participating in a tour at the Courthouse by going over courthouse requirements, which included dress code rules. Needless to say, the group was dressed to impress.

Upon arrival we were met by our three docents: Carol Griffin, Barby Cahill, and Lonnie Urtuzua. In addition, we were escorted by our trip coordinator extraordinaire,

See COURT on page 8



A co-operative learning experience about the legal system and one's rights at the Pasadena Courthouse

COURT, continued from p. 7

Deputy District Attorney for L.A. County, Alice Kurs, who is hard-of-hearing! If that name looks familiar, it should, she is the daughter of the High School Career Preparation teacher, Mitch Kurs.

She is also expecting her second child on October 11, which made her mobility on our trip exhausting, but that didn't stop her from putting on a show stopper. Her successes and accomplishments go far beyond the justice of this article.

The tour began with a mock-trial in an actual courtroom. The courtroom had clear labels of all the people who appear in a court of law such as the court reporter, jury, bailiff and judge. Students were able to select the role of their choice and walk through a brief

places that, "no other school trip group has ever been given access to." The tour included a trek to the depths of the basement where the holding cells and sobering cells are located. To add to the excitement, a male was detained in one of the cells! Next was a view of the security control room where all the TV monitors to the department are televised. Students then hiked up several flights to the 911 control room. This room is where all the calls to 911 for the LA County are fielded. Students were given a walk-through of a 911 call and educated on what type of information needs to be provided in case of an emergency. Within the 911 department, students were able to see the Police gym, sleeping quarters, interrogation

inspiring and quite an unexpected treat.

The last stop on the tour was a visit to a courtroom in session. The gamble with visiting courtrooms in session is that you never know what to expect. It could be mundane and uneventful, or it could be rife with student appeal. The courtroom case viewed was an assault of a gang member on his girlfriend. The witness on stand was giving detailed and graphic accounts of the events that took place. Students were riveted, open-mouthed, and left the courthouse in a state of shock, yet wanting more.

The trip wasn't designed to appeal to only the student's entertainment senses; it also had a very integral assignment embedded in the trip



*Left:
Sesame
Street Deaf
actress Linda
Bove gives an
intimate
presentation
to students
about her
job as a
Certified
Deaf
Court
Interpreter*

version of a criminal court case.

Next, the students were granted access to a one-on-one interview with the Supervising Judge of the Courthouse, Judge Mary House. Students asked engaging and thought provoking questions, which Judge House referred to as an, "impressive line of questions." After a reduced 20-minute lunch was the Pasadena Police Department. Students were given a behind-the-scenes tour, with guided access to

rooms, booking and intake, as well as walk through the historic Police Department archives.

Exiting the department, a big surprise arranged by Alice Kurs, was a guest appearance by Linda Bove, known for her work on Sesame Street. Today, among many other talents, Linda is a Certified Deaf Interpreter who is called in regularly to the courts to interpret for Deaf clients. Her intimate address to the Riverside students was informative,

comprised of extensive vocabulary words and discovery questions. Students will meet again in class to re-create another mock-trial by incorporating new vocabulary words together with Social Studies and English classes.

Without the collaboration of teachers, ideas, lesson plans and the community network of friends and family at CSDR, this once in a lifetime experience would not have been possible. 🐾

Transition Options Program Student News

Written by Ximena Becerra, Kelvin Nhan, MariaPia Villalobos, and Salma Watson —TOP Students



Alumnus Mark McCrory visits class as a Travel Agent

TOP students look forward to being a part of the upcoming alumni reunion. During the first month of school, Mark McCrory gave a presentation about the CSDRAA cruise to the TOP program. CSDR alumni are fortunate to have Mark McCrory, as he also works as a travel agent and can assist with arranging the event and activities. This year's cruise is very exciting because it is part of the celebration of our school's 60th birthday. TOP students hope that many people from our community participate in the cruise and take advantage of this great deal. The goal is for many to attend and enjoy a great time together.

TOP students recently went on a field trip to YWCA to



TOP students at the YWCA, during application procedures

get RTA cards. Through the use of an interpreter, we communicated with the employee effectively. We filled out forms, took pictures for ID cards, and then received our RTA cards. The cards can be used for reduced prices to ride on RTA buses. RTA normally charges \$2.00 each way and the card allows the students to pay 70 cents instead. TOP students gained valuable experience on their trip and learned about the procedure of how to apply and receive a RTA card. They are now able to travel around Riverside using their ID cards along with their knowledge of the bus schedule, and locations for correct bus stops. This process is part of the TOP program which focuses on preparing students to use public transportation independently.

The Center on Deafness Inland Empire (CODIE) is an agency that provides a variety of services for deaf and

hard of hearing people. It is an important agency for the Deaf community and they recently held an open house. TOP students went to CODIE's Open House on September 28. We learned many things about the different services they offer.

Among the various

services that they provide include videophones for public use, advocacy for members of the deaf community, as well as allowing members to request an interpreter from their agency. CODIE has done a good job in preparing services and resources for deaf people in our community. 🐾



Elvis Padilla applies for a transportation ID Card

*Right:
Sabrina Bowers
with the final
product—her
own
transportation
ID card that will
allow easy
transport to
college and the
workplace*



A Trip to Big Bear for Student Leadership Organizations

Written by Dylan Lesti, '16 and Mike Anderson, Student Organizations Coordinator

The student leadership team went to Big Bear City during the weekend of September 7-9 with 29 students and 17 teachers. This was the largest group since the leadership retreat was established in 2004. This year's theme was: "PRIDE- Persistence, Representation, Innovation, Dedication and Empowerment."

Friday's departure was exciting because of the students' early dismissal and a six vehicle convoy to the mountains. They arrived to find crisp, fresh air and blue skies with a temperature of 59 degrees.

The opening activity about rules and



Jr.NAD President Paradise Larizza in a hot debate

personalities and characteristics, and how to plan for the future.

Saturday morning began at 6:30 a.m.

with calisthenics. YES, we

did our exercises and some running. Ian Goldstein,

culinary arts teacher, did a great job preparing the

entire weekend of meals, with three excellent student

assistants, Martha, Fabina and Donna. For the

morning sessions, Alban Branton led the

Parliamentary Procedures

training; Tony Barksdale, Athletic

Director, gave a pep talk about P-R-I-D-E at CSDR; and Gloria Daniels

and Greg Visco presented about contributions at CSDR and

delegated others for a variety of school events.

Kevin Croasmun and Mike Anderson led a fun activity

about being loyal to the school. Students discussed

about being proud of CSDR in education, sports,

student organizations, and taking responsibility

towards others at our

school. The goal this year is to make sure everyone wears "Red Wave" T-shirts!

The school administrators visited the camp and shared with the students about CSDR's needs. Superintendent Mal shared his visionary action plan for this year.

Our visiting guest speaker, Jessica Frank, from the city of Claremont, gave us a motivational talk about being a Yoga instructor and her life experiences

traveling around the globe. In addition, the four CSDR students who went to Youth Leadership Camp in Oregon this



Mickey Mak and Aja Rivera read aloud results of "Who I am"

summer (Shaz, Alexa, Paradise and Vianney) shared experiences, ideas, and

information, learned from YLC. They led an activity,

See RETREAT on page 11



Jessica Frank, Deaf Yoga Instructor, as Motivational Speaker

"This leadership experience was truly a wonderful experience for me and I am looking forward to my three remaining years!"
- Dylan

expectations, was followed by a fun part,

Moon Balls Activity, led by Bob Connor. The

students struggled with the activity's strategies, but still had fun.

The first workshop, Staying Healthy- Cross

Fit, by Jeff Liu, was

about preparing for exams, sports and planning to stay healthy. The World

Around You, presentation by Mike Anderson and Bill Mather, was all

about being true to who you are, how it is alright to have different



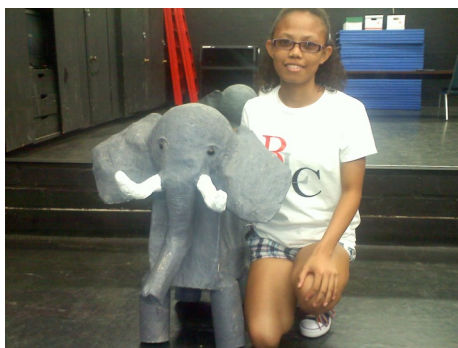
Superintendent Mal receives student Karina Baker's feedback about education and school culture

Winners of the 2012 CTE Art Show

Submitted by Candice Macy, Art Teacher



LaVan Oliver—Realism and Still Life



Jeanyssa Caboteja—Sculpture



Miguel Flores—Sculpture



(Top and Bottom Right) Miguel Barrios—Surrealism and Sculpture

Art

RETREAT, continued from p. 10

Frozen Shirt, with the help of Jeannette Zarembka, YLC and Jr.NAD advisor. Sunday morning was a bit unique. The calisthenics exercise was lead by Gloria Daniels, and consisted of 16-minute exercises. Nearly the entire body of students and staff was exhausted from these amazingly simple, but tough

exercises!

Alexa, a long-time veteran of the leadership retreat, and three assistants, Amanda, Eddie and Sisilia, put in many hours preparing a Scavenger Hunt. It was fun to watch four groups of students storming the entire area.

Don Burnes wrapped up the weekend

a vocabulary card of emotions, rush to a camera, and show their expression.

It was hilarious!

We were saddened to leave the camp and head down the mountain to reality. All of the staff members and students wished that we could stay until June! 🐾



ASBG President Shaz Booth leads a post-activity learning session

with an activity called:

SNAP... SNAP... SNAP! with four groups of students:

Amanda's Group, Riverside's Pride, Roadrunners, and Loyal Cubs. Each group had to read



More post-activity learning sessions

ASL Continued from Page 3

Chart: Instructional Activities from ASL to English

Students who understand the function of a 'metaphor' in ASL ...	→	... are more likely to understand how metaphors function in English.
Students recognize patterns in ASL poetry presented through films ...	→	... and then recognize patterns and rhythms in English poetry.
Students work on developing their presentation skills by videotaping themselves following the signing process ...	→	... which is similar to the writing process of drafting, revising, and editing.
Students review video clips and edit their presentation until they feel confident ...	→	... allowing the transfer of information onto paper to make quality reports or essays.
Students view signed ASL stories to find story elements such as characters, settings, plots, and themes. They work on various genres while signing stories, and adjust their tone and approach as they present information ...	→	... which transfers to reading skills that students acquire through English Language Arts classes.
Students work on creating proper sentences by identifying subjects and predicates, and then analyze the syntax to see which order of words make the most sense...	→	...giving them opportunities to better understand how English sentences are structured.

Our Middle School and High School students take two Language Arts classes here at CSDR. One is labeled English and the other one ASL; both teach about language and how best to analyze and appreciate both the students' first and second languages. The bridges built between these two languages will enhance the academic experience and help students become better language learners and users. The understandings gained from these language classes will not only help students

through graduation, but also as lifelong language learners. Students need full support in formal ASL instruction alongside their formal English instruction. With a program like this in place, we will see academic growth skyrocket, with improved performance and test scores in all content areas. If you want to know more about the formal ASL instructional program or curriculum, please do not hesitate to stop by and visit our ASL curriculum specialist or ASL team on campus. 🐾



Mr. Thompson's students engage in the ASL Signing Process— composing, revising, and editing in the ASL Lab

ASL Instructional Guide for Teachers

Written by Scarlett Valencia, High School Teacher Specialist

The ASL Instructional Guide (AIG) tool greatly benefits both teachers and students at CSDR. AIG fosters ASL literacy skills, which support students' academic success across the curriculum, whether it is English, math, science, or history. AIG author Todd Czubeck, a CODA*, is a Language and Literacy Education instructor under the Deaf Studies program at Boston University. Czubeck signs so well in fluent ASL that he is often thought to be deaf. He came from Boston to CSDR, to give a

understand the foundations of ASL, the better able we will be to communicate academic ideas and connect to academic concepts.

AIG has three major components: ASL grammar study, ASL composition study, and ASL literature study. The grammar study covers semantic processing, chereamic awareness, graphemes (similar to phonics), signs and sign vocabulary (called spacabulary), sentence types, parts of signing (similar to

parts of speech), and classifiers. The composition study covers digital storytelling, cinematography, expository compositions, presentations, poetry, ASL songs, number and ABC stories, ASL traits, and ASL media techniques. The literature study covers Deaf studies, themes and genres found in ASL literature, and analysis/evaluation of a variety of literature.



8th grader Kathleen Lopez composes a literature piece in ASL that she needs to review, re-do, and edit

comprehensive two-day training session to selected teachers and curriculum specialists on how to use the AIG. The trained teachers and specialists received firsthand the pre-published copies of the AIG to use in their classrooms, and became AIG group mentors for the school.

The mentors kicked off this school year with AIG training school-wide. All teachers and teaching assistants participated in four different mini-presentations covering all basic aspects of the AIG. This year's focus is sharing AIG concepts, objectives, and activities with all staff on campus, to increase awareness about what our students are learning. Mentors will be helping other teachers with lessons and activities for our students to develop ASL understanding. The better our students and staff

Students will continue to touch upon these three components throughout their school years here at CSDR. We are very excited about having such a powerful tool to help guide the school towards greater student academic achievement. 🐾

Current AIG mentor committee members

ECE: Nicole Park, Tamijo Coleman

Elementary: Susan Stewart, Megan Rivadeneyra

Middle School: Lisa Chute, Rebecca Gleicher

High School: Gloria Daniels

ASL Teachers: Joy Maisel, Kerry Hile, Georgette Visco, Niel Thompson

Curriculum Specialists: Melissa Brown, Darrin Green, Scarlett Valencia, Alexander Zernovoj

Elementary PE Teacher Brings Back the Gold and More



Reagan Anders (blue uniform) on the USA team, World Cup Finals in Turkey

CSDR PE Teacher, and former student, Reagan Anders brought back her fourth Gold medal from Turkey this past summer. As team captain for the United States women Deaf soccer team, Anders and her team beat Russia in the World Cup championship, 1-0. The team looks forward to competing in the 2013 Deaflympics this summer.

“Reagan is an example to us all”, says Superintendent Mal Grossinger. Students in her classes are inspired and strive to meet her high expectations.

It was at CSDR during 1995 to 1999 when Anders first embraced her deaf identity and language, a big part of who she is. Anders, however, admits that she originally never wanted to work at a “highlighted” big deaf school where great staff and resources are already in plenty, like at CSDR-Riverside. Anders eventually realized that CSDR is different, and she has taught here for seven years now.

“I like the challenge of teaching at this school. I have a



Reagan Anders, PE Teacher, engages students in creative, fun exercises



Anders and the Deaf USA team wins the World Cup Gold in Turkey

big heart and see that these kids need great, deaf role models at school. For 90% of the students, they are the only deaf person in their families, just as I am. I feel very connected with them. Moreover, a few teachers and dorm counselors, who taught me when I was a student, are still at this school, and we now are co-workers. It is my turn to do what they have done for me.”



Anders expressed positive sentiments about the staff members she works with, and her students, who are brilliant, safe, and healthy, with such beautiful signing, more than what she had 20 years ago.

“I am excited to be a part of this team, and bring in more fun and creativity for the P.E. program.”

The International Deaf Life Magazine has recently selected CSDR’s Reagan Anders as their “Deaf Person of the Month” for September 2012. To view the full article in the magazine or online, subscribe to <http://www.deaflyfe.com>. 🐾

Photos: www.facebook.com/SportsMX

ECE /Elementary/Middle School Sports Season

Written by Nancy Moore, ECE/Elementary/MS Sports Coordinator

Welcome to our ECE /Elementary/Middle School Sports Season! I am so excited to share our sports program for the 2012-2013 academic year! Like our physical educators say, "Fitness is important for everyone!"

Parents, I would love to increase parent involvement. We are in need of more coach's assistants during practices and/or games. If you are interested in becoming a coach for any sport, please email at Nmoore@CSDR-cde.ca.gov, VP at 951-824-8042 or see me in person prior to the season. 🐾

ECE/Elementary:

Fall: September – November

→ IM Volleyball: 2nd - 5th grade (clinic/scrimmage)
→ Flag Football: Pee Wee & Junior Division & 3rd - 4th & 5th - 6th teams (League)

Winter: January – March

→ Basketball: Pee Wee & Junior Division & 3rd - 4th & 5th - 6th teams

Spring: March - May

→ Coed Soccer: Pee Wee & Junior Division
→ Intramural sports & Wrestling clinics/scrimmages

Middle School:

Fall: September - November

→ Cheerleading → Tackle Football → Girls Volleyball

Winter: December – March

→ Cheerleading → Girls and Boys Basketball (Expanded)

Basketball: January to March - First 8 games will be played under the Park and Recreation's program and IRON 5 (Deaf tournament) will be held at Indiana School for the Deaf)

→ Wrestling Clinics

Spring: March - May

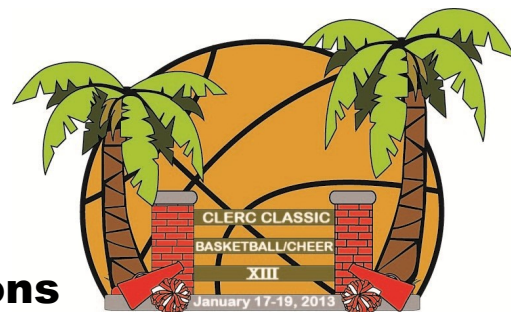
→ Girls and Boys Basketball

Basketball Teams will continue and compete in 8 more games under the Mountain Valley League.

→ Coed Soccer (New)

Late spring: May - June

→ Intramural sports and Football/Volleyball camps



High School Homecoming Games Reflections

Written by Anthony Barksdale, Interim Athletic Director

Hello CSD-Riverside Community-

Everyone enjoyed themselves during our Homecoming week, which is our main objective and I would like to express my thanks to those who helped with our Homecoming week. There are numerous people and organizations that pitched in: Associated Student Body Government, the Classes of 2013, 2014, 2015, and 2016 (and their sponsors), Plant Operations, Food Services, Dept. of Residence/Residence Life, Security, Health Services, Red Crew volunteers, PWST, FEAST, CSDRAA, "C" Booster Club, school administrators, CYEP, Athletics staff, DAB, International Studies, Diversity Club, staff, students, and parents/guardians. Please forgive me if I overlooked anyone but that may be a good thing because it's the CSD-Riverside community that got

together and made Homecoming week possible. The Athletic Dept. intends to improve and build from here.

Website:

Look up for sports schedules at the Athletics web page under "Schedules" or at:
<http://csdr-cde.ca.gov/athletics/?cat=37>

One thing I would like to do is recognize our student-athletes and their coaches on the football, volleyball, cheer, and Iron chef team respectively for their dedication and effort during their competitions against CSDF. I can see that our **CUBS** pride was not hampered and that we just increased our resolve to improve and get better. When you see the students, please acknowledge them and recognize their efforts during Homecoming. 🐾

California School for the Deaf, Riverside

CALIFORNIA SCHOOL FOR THE DEAF, RIVERSIDE

3044 Horace Street
 Riverside, CA 92506
 951-248-7700
info@cldr-cde.ca.gov
cldr-cde.ca.gov

PAWSitive Reflections
 News and Information for Families, Staff, & Friends

**ANNUAL OPEN HOUSE**

CALIFORNIA SCHOOL FOR THE DEAF, RIVERSIDE

VETERAN'S DAY

NOVEMBER 12, 2012

9am-2pm

- CLASSROOM OBSERVATIONS
- MUSEUM TOURS
- COTTAGE VISITATIONS
- DEAF SERVICE EXHIBITS
- LUNCH BBQ SOLD BY OUTREACH
- CAREER PRESENTATIONS/PANEL
- SCHOLASTIC BOOK FAIR
- FUNDRAISER SALES

REGISTRATION AND EVENTS WILL BE AT MULTI-PURPOSE ACTIVITY CENTER (MAC)
 OPEN TO THE PUBLIC

3044 HORACE STREET, RIVERSIDE CA 92506 • (951) 248-7700

Mark Your Calendar!

For updates, sports, and other details, go to the website school calendar

October 2012: Trustworthiness

10/9-13	HS Spirit Week
10/9	Jr.NAD Student Variety Show
10/11	Math Interim Assessment K-12*
10/12	Iron Chef Competition
10/12-14	ASL Films at CSDR: "Hard Man"
10/13	Homecoming vs. Fremont
10/16	Weekly Parent ASL Class for CSDR Families
10/19	IEP Day: No Classes
10/23	Weekly Parent ASL Class for CSDR Families
10/30	Weekly Parent ASL Class for CSDR Families

**Language Arts Interim Assessment K-12 held on different days for each classroom, contact your child's teacher for the specific date*

November 2012: Respect

11/2	Special Athletes: Volleyball
11/5	Parent University / Community Advisory Council Meeting
11/6	Weekly Parent ASL Class for CSDR Families
11/6-13	Book Fair
11/12	Open House for the Public/ Career Awareness Day

November 2012: Respect (Continued)

11/13	Weekly Parent ASL Class for CSDR Families
11/19-23	School Not in Session / Thanksgiving Holiday
11/26	Food Drive Begins
11/27	Weekly Parent ASL Class for CSDR Families
11/29	Alumni Basketball Games

December 2012: Respect

12/3	Community Advisory Council Meeting
12/4	Weekly Parent ASL Class for CSDR Families
12/5-8	Triple "S" Basketball Tourney
12/6	Silent Sleigh Performances & Parade for Public Elementary
12/10	Thomas Gallaudet's Birthday
12/13	Math Interim Assessment K-12*
12/17	Food Drive Ends
12/19-23	School Not In Session / Winter Break
12/26	Laurent Clerc's Birthday